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## THE “IMA GROUCH” STORY

Some of you may be familiar with Ima Grouch. She is the subject of a case study that has been used in some of our Employee Relations training classes. Ima is one of those employees whose behavior causes her supervisor to scream, “WHY ME!!!!” You see, Ima has a bit of personality problem – actually she has a really big personality problem. Here’s Ima’s story:

**Ima is one of those folks for whom the phrase “square peg in a round hole” was invented. She is abrasive, and lacks any kind of “people skills.” In fact, if you talked to her about her “people skills,” she would probably just give you a vague look. When people talk to Ima, she generally answers them in a crisp, angry tone. She follows your instructions, but generally does so only after much complaint. She constantly complains about her coworkers. Her behavior has created considerable tension among her coworkers.**

Anyone recognize this person? Unfortunately, there are a number of Imas around and you may have been unlucky enough to get one of them. The problem with Ima is that it is difficult to establish,

from a conduct or performance standpoint, just what she is doing that would justify your intervention. Ima has likely had her less than sunny disposition for some time, and it is probably just part of her general personality. Employees have a right to have any personality they want, right? The answer is, unfortunately in some cases, “yes.” As long as Ima does her job and does not overtly prevent her coworkers from doing theirs, an agency is somewhat restricted in what it can do. This does not mean, however, that nothing can be done. This is a time for supervisory counseling. Ima needs to know that her actions and demeanor are being perceived negatively, and that you would like her to change or modify her behavior.

However, if Ima tells you that she doesn’t intend to change her personality just because her coworkers don’t like it, you may have no alternative but to continue pursuing resolution through supervisory counseling.

**Following your discussion with Ima, her behavior starts becoming more than just an irritation. Her coworkers now complain that she is often at their desk complaining about you, the Government, her work, etc., etc. They tell you that she is a distraction, and that they are having difficulty getting their work accomplished because of her. They also complain that she is spreading rumors about their personal lives, and you have noticed that she has been publicly criticizing your decisions.**

It is now time for more aggressive intervention. To this point, Ima’s problem has generally been that her abrasive personality has rubbed people the wrong way. However, now the problem has become more serious since Ima’s actions are directly affecting the work of her coworkers. To take action against an employee based on his or her behavior, there must be a connection between the behavior

### *The "Ima Grouch" Story (Continued)*

and the "efficiency of the service" (or, in other words, between the behavior and the agency's ability to carry out its program mission). When this connection is present, you have a right and responsibility to act. You begin again with counseling. The difference, however, is that you will now need to "draw a line in the sand," making it clear to the employee that you expect (**not want, expect**) her behavior to change (specifically, interfering with the work of her coworkers, public criticism of your decisions and, if proof is available, spreading rumors). You may want to document your discussion with a letter of instruction or caution.

**Ima does not take your counseling well. In fact she tells you again that she does not intend to change her personality, and sarcastically thanks you for your "concern." She snatches the letter of instruction/caution from your desk, and leaves your office in a huff. The next day, several employees tell you that Ima has been even more bothersome than she was before, and that they have had it with her. You tell them to let you handle it.**

At this point you will likely become involved with your servicing employee relations specialist. Ima has defied your instructions, and in doing so, has subjected herself to disciplinary action. As discussed in the article entitled "I Did It My Way" in the **December Bulletin**, an employee does not have to like an instruction or agree with it, but he/she is expected to obey it unless it is illegal, immoral or unsafe – none of which pertain to this situation.

Dealing with the Ima Grouches in your work unit may be one of the most difficult supervisory tasks that you will face. As always, please feel free to discuss your situation with your servicing employee relations specialist. He or she may not have an easy or immediate solution for your particular circumstance, but it is always good to begin discussing the problem early so interventions can be identified and pursued.



## THE BULLETIN BOARD

✚ **Credit Card Deductions.** Agencies now have the authority to deduct money owed on the Government Visa card from an employee's pay. MRP agencies will be implementing this procedure immediately. Employees are encouraged to get their vouchers completed as quickly as possible so that funds are available for them to pay off their credit card balances in a timely manner.

✚ **Web Address Change:** The Employee Relations Bulletins are now available on the web at <http://www.aphis.usda.gov/mrpbs/hr.html>. As before, questions, comments and ideas for future Bulletin articles can be sent to the following email address: [ER.Bulletin@aphis.usda.gov](mailto:ER.Bulletin@aphis.usda.gov).

**New Phone Numbers:** Our Raleigh Office has new phone and fax numbers. These numbers are listed in the Employee Relations Directory, which is printed on the last page of this Bulletin. The numbers will change on or about March 29.

## PREVENTING CONDUCT AND PERFORMANCE PROBLEMS

You have probably heard it said that “an ounce of prevention is worth a pound of cure.” In previous issues of the Bulletin, we have discussed various ways to confront existing conduct and performance problems. Another way to deal with such problems is to anticipate them in advance, and take actions to either prevent them from occurring or, if they do occur, mitigate their negative impact.

Supervisors normally become involved in conduct and performance issues when they are confronted by a specific problem. This is to be expected, since supervisors don’t usually have a lot of extra time to deal with such issues, and therefore may tend to avoid action until absolutely necessary. Unfortunately, by the time that this happens, the problem may have been festering for some time, and the damage to morale and productivity may already be widespread. If we fail to consider prevention first, we may find that we solve one problem only to be confronted by another, and another, over and over.

Although there is no magic way to prevent problems from occurring or to mitigate their impact, there are some things we can do to increase our likelihood of success. Let’s look first at some of the programs that are available to help us. Three of the best known are the Employee Assistance Program (EAP), conflict management programs, and workplace violence programs.

- The **Employee Assistance Program** is available to all Marketing and Regulatory Program employees by simply calling **1-800-222-0364** or **1-888-262-7848 (TTY)**. Information about the program is also available at [www.dhhs.gov](http://www.dhhs.gov). Employee assistance programs initially emerged from more narrowly-based programs, such as those dealing with alcohol and drug abuse problems. It was soon apparent, however, that persons often had multiple, interrelated problems, and that existing programs were only addressing a few of these problems. The result was the creation of the more broad-based employee assistance programs that we have today. The program currently available to MRP employees is administered by Federal Occupational Health, a division of the U.S. Public Health Service. The brochure that each employee receives states that the EAP was established to “*give employees the necessary resources to cope with life’s difficulties,*” and notes that counselors are available to deal with a multitude of problems, including those involving “*emotional, relationship, family, alcohol, drug, financial or job concerns.*” Participation in this program is voluntary and confidential.
- **Conflict Management Programs.** One of the more frequent workplace problems is interpersonal conflict. If left unchecked, small conflicts can quickly evolve into major confrontations that affect not only those directly involved, but others in the work unit as well. To deal with these situations, agencies have developed conflict management programs designed to offer alternatives to the traditional methods of dealing with workplace conflict, methods such as filing grievances or discrimination complaints. Current programs available to MRP employees are the **AMS Alternative Resolution Program** (866/227-0328; 202/690-3017), the **APHIS Conflict Prevention and Resolution Program** (301/734-4950), and the **GIPSA Prevention and Resolution Program** (202/690-3640). The AMS Alternative Resolution Program was featured in the **September Bulletin**.
- **Workplace Violence Programs.** Dealing with workplace violence has become a major priority for both public and private organizations. Violent situations can occur anywhere, anytime – sometimes with little or no warning, and no organization is exempt. The **USDA Handbook on Workplace Violence Prevention and Response** defines workplace violence as “*any act of violence against persons or property, threats, intimidation, or other inappropriate disruptive behavior that causes fear for personal safety at the work site.*” Each agency has developed programs to deal with workplace violence. Current programs available to MRP employees are the **AMS Workplace Violence Prevention Program** (202/720-6766), the **APHIS Workplace Violence Prevention and Response Program** (866/234-3174; 301/734-3174), and the **GIPSA Workplace Violence Prevention and Response Program** (202/720-0244).

Each of these programs is designed to help you deal with existing problems, as well as to help you prevent future problems. Make certain, however, that you consider their potential for preventing problems. You can, for example, refer employees to (or provide them information about) the EAP, and

### ***Preventing Conduct and Performance Problems (Continued)***

can encourage them to use the program if they need assistance. The workplace violence experts can help you plan for the possibility of violence and help you answer such questions as, “How can our current work area be made more secure?” “What would my employees and I do if a violent incident were to occur?” “What can I do in advance to anticipate a developing situation?”

There is also much that a supervisor can do to prevent problems from occurring. Some of these prevention strategies were discussed in the article entitled “10 Rules to Remember” in the **December Bulletin**. These included (1) acting early, (2) getting help, (3) being consistent in dealing with employees, (4) listening to employees, (5) managing without surprises and keeping employees informed, (6) leading by example, and (7) maintaining constructive relationships with employees, peers and managers. Here are a few more ideas:

- ✓ **Encourage Participation.** Encouraging participation among your employees will likely depend as much on what you do as what you say. It is one thing to tell employees that you want their participation, but quite another to make them believe that you actually mean it. Your actions will speak for you in this regard. One way to encourage participation is to hold periodic work unit meetings to discuss problems and issues that are important to the group.
- ✓ **Give Credit Where Credit is Due.** Too often we talk to employees about performance issues only when the news is bad. Employees need to know the good as well as the bad. Make certain that your employees are given credit for what they do right, as well as counseling in areas that need improvement.
- ✓ **Let Employees Know That You Support Them.** Employees often get the impression, correctly or incorrectly, that their supervisors do not support them. We often hear this in our training classes. Your employees need to know that you will support them. This does not mean that you will support inappropriate conduct or inadequate performance, but only that when they are carrying out the legitimate responsibilities of their position, you will stand behind them and be supportive.

Dealing with conduct and performance problems can be a time consuming, often emotionally draining experience. Whatever you can do to prevent or minimize such problems is well worth your effort.

### **EMPLOYEE RELATIONS THE LIGHTER SIDE**

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The following items were provided by Sandy Conway, a member of our AMS/GIPSA Employee Relations Branch. They are taken from the Federal Personnel Management Institute's newsletter called FedNews On Line.

- ❖ An applicant was filling out a job application. When he came to the question “Have you ever been arrested?” he answered “no.” The next question, intended for people who had answered “yes” to the previous question, was “Why?” The applicant answered it anyway: “Never got caught.”
- ❖ Manager to Store Clerk: “Please advise me how I may purchase an alarm clock that does not go off on Monday mornings. I have an employee who already has one.”



# the Quiz



You knew it was coming – the dreaded quiz! This is how we find out if you have actually been reading the Bulletin. We had planned to have one of those fancy online systems for you to provide your responses, but a review of the Employee Relations Branch budget revealed that we could set aside only \$10.34 for such a project. It was therefore decided instead to give the \$10.34 to our Editor (just kidding!) and institute the “Honor System.” You know how this works – only you know if you are being honest. We know, however, that as faithful readers of the Employee Relations Bulletin, your honesty is beyond reproach – or close to reproach, or at least in the vicinity of reproach. So here it is, the “Employee Relations Branch Bulletin Honor System Reader Quiz,” or the ERBBHSRQ.

## QUESTIONS

1. What are the **supervisor’s three major responsibilities** when dealing with conduct and performance problems?
2. Your description of a conduct or performance problem should include **the four w’s** regarding the incident. What are they?
3. A problem is considered to be a **performance problem** when an employee is \_\_\_\_\_ to perform the job at an acceptable level.
4. What two primary obligations does an employee have relative to the use of the **Government-issued travel card**?
5. What are the five steps in the **Discussion Model**?
6. True/False. Employees are never allowed to browse **the internet** from their Government computer.
7. Supervisors can require **medical documentation** from employees in three circumstances. What are they?
8. An **official letter of reprimand** remains in an employee’s Official Personnel Folder (OPF) for \_\_\_\_ years.
9. Employees who are suspended are entitled to several **procedural rights**. Name three.
10. When an employee commits an offense that warrants removal, it is possible that under certain conditions, the employee could be offered a \_\_\_\_\_ **agreement**.

## THE SCORING MATRIX

### Your Score

### What It All Means (your score, that is)

- |        |  |
|--------|--|
| 8 – 10 | You could be an employee relations specialist.   |
| 5 – 7  | You could aspire to be an employee relations specialist.                               |
| 2 – 4  | You need some work, but all is not lost.   |
| 0 – 1  | You are ER-challenged - your only hope is the extra credit questions on the next page. |

**(Turn the page for the Answers)**

### **ANSWERS**

1. They are: (1) identify and document the problem, (2) discuss the problem with the employee, and (3) take action to correct the problem.
2. Who, what, when, where
3. Unable. A situation will be considered a conduct problem if the evidence shows that something other than inability has caused the failure to perform (such as unwillingness, for example).
4. The primary obligations are to (1) use the card only for reimbursable expenses related to official travel, and (2) pay the bill by the due date printed on it.
5. The steps are to (1) identify the problem/issue, (2) ask for and listen to the employee's explanation, (3) ask for the employee's solutions, (4) decide on corrective actions, and (5) document the discussion.
6. False. Employees are permitted to browse the internet site briefly, on their own time (i.e., before and after work and during designated lunch periods and breaks). Shopping on websites, browsing sexually explicit sites, conducting unofficial business, gambling and spending hours of the day online are **not** allowed.
7. When an employee (1) has been placed on leave restriction, (2) has been absent due to illness for more than three days, or (3) when there is reason to suspect that he/she is not actually sick or injured.
8. Two
9. Employees who are suspended are entitled to (1) a notice of proposed action, (2) the right to reply in writing, orally or both, (3) a written decision, and (4) the right to contest an adverse decision. In regard to (4), the right to contest the decision will vary depending upon the length of the suspension. If the suspension is 14 calendar days or less, the employee can grieve the decision or file a discrimination complaint. If the suspension is longer than 14 days, the employee may file a discrimination complaint or appeal to the U.S. Merit Systems Protection Board (bargaining unit employees can choose either to grieve the decision or file with the MSPB, but not both).
10. Last chance

### **EXTRA CREDIT QUESTIONS**

As noted earlier, even if you scored 0 – 1, there is still hope for you. The following are some extra credit questions. You must get at least two of these questions correct. Good luck!

1. Would you ask William Shakespeare to: (a) build a bridge (b) sail the ocean (c) lead an army (d) **WRITE A PLAY?**
2. If you have three apples, how many apples do you have?
3. Six kings of England have been called George, the last one being George the Sixth. Name the previous five.
4. What part of America produces the most oranges? (a) New York (b) Florida (c) Canada (d) Wisconsin
5. The "Star Spangled Banner" is the national anthem for what country?
6. Can you explain Einstein's Theory of Relativity? (a) yes (b) no



## WHAT TO DO WHEN YOU “INHERIT” A PROBLEM

How nice it would be if the employees we supervise came to us as fresh clay, ready to be molded into the employees that we would like them to be. Unfortunately, this rarely, if ever, happens. Employees come to us with unique work histories and personalities that may not always be conducive to an effective work environment. Ima Grouch, as we noted in an earlier article, is an example of such an employee. Such employees will likely require additional work and attention.

When you arrive as a new supervisor in an existing work unit, you inherit the problem employees who work in that unit. Unfortunately, inheriting problem employees is not an uncommon occurrence. This may happen because the previous supervisor ignored the problems, or perhaps because he or she was just unable to resolve them. Regardless of the circumstances, the fact remains that you have inherited problems that you will need to solve. Doing so may not be an easy task, particularly if the problems are long-standing, but here are some things to keep in mind:

**Try to learn as much as you can about the employees you are inheriting.** You may be able to obtain this information prior to assuming supervision of the work unit from the outgoing supervisor or from his or her supervisor. One of the things that you will want to know is if there are any “problem” employees, and the nature of their problems. You will also want to know what has been done to deal with these problems, and if any documentation has been maintained. Knowing in advance that a problem exists will give you more opportunity to anticipate it and consider how to deal with it.

**Don’t assume that an employee who has been a problem for a previous supervisor will be a problem for you.** Perhaps the previous supervisor and the employee just had conflicting personalities. Although you may have advance information which indicates that certain employees have been problems, every employee, including possible problem employees, should be given an opportunity to demonstrate whether or not they will be

problems for you. Perhaps their behavior will confirm previous assessments, and perhaps it will not, but avoid judging until you have had an opportunity to personally assess their conduct and performance.

**Communicate your expectations for the unit as soon as possible.** Employees need to understand that as the incoming supervisor, you may have expectations that differ from those of the previous supervisor. For example, perhaps the previous supervisor was somewhat lax on attendance, or accepted a level of performance that you are unwilling to accept. Employees need to be aware of your expectations, so that they have an opportunity to meet them. One reason that employees are sometimes anxious about the arrival of a new supervisor is that change itself can be upsetting. The quicker that employees understand your expectations, the better for all concerned.

**Move quickly to confront behavior that does not meet your expectations.** Since the employees you inherit may be used to doing things in a certain way, it may be difficult for some of them to adjust their behavior to your expectations. If, for example, they have been allowed to arrive for work a few minutes late every day, this behavior has in effect become the norm for them. It will therefore be your job to change behavior that has become an established way of doing business in the unit, and this may not be an easy task. At some point, you need to make it clear to the non-cooperating employee(s) that adherence to your expectations and guidelines is not an option, and that if necessary, you will take action, including disciplinary action, to address their failure or refusal to change. Hopefully such action will not be necessary, but you must always be prepared for the possibility.

So those are a few things to consider when you become the new supervisor. Such a transition is often difficult for all concerned, at least initially, but the quicker you take control of the situation, the better for everyone. And remember, there is always help available to you, including help from your servicing employee relations specialist.

## THE ETHICS CORNER

### "ENGAGING IN POLITICAL ACTIVITY"



The political campaign for 2004 is well on its way, and many Federal employees may be politically active in partisan campaigns. While there are permitted off-duty political activities in which most employees may participate, there are also prohibited activities as well.

#### **Employees may participate in the following off duty political activities:**

- run as candidates for public office in nonpartisan elections
- register and vote
- express opinions about candidates and issues
- attend political fundraising functions
- attend political rallies and meetings as members of the general public

#### **Employees may not participate in the following political activities:**

- use their official authority or influence to interfere with an election
- solicit, accept or receive political contributions
- knowingly solicit/discourage the political activity of a person who has business with or before the agency
- engage in political activity while on duty, in any Government office, while wearing an official uniform, or while using a Government vehicle
- run as candidates for public office in partisan elections
- wear political buttons on duty

There are additional restrictions for Career Senior Executive Service members, administrative law judges, and members of the Board of Contract Appeals. For example, these groups may not give political speeches, hold office in a political club, organize or participate in political parades, etc.

The following are some common questions regarding political activity that are taken from the Office of Special Counsel web site:

#### **Q. Are employees entitled to make financial contributions?**

A. Yes. Employees may make contributions to political organizations. However, employees are prohibited from either soliciting or collecting contributions for political organizations.

#### **Q. May an employee be a candidate for public office in nonpartisan elections?**

A. Yes. For example, an employee may run for the school board in the District of Columbia because school board elections in the District are nonpartisan.

#### **Q. Can my name appear on invitations to a political fundraiser as a sponsor or point of contact?**

A. No. An employee's name may not be shown on an invitation to such a fundraiser as a sponsor or as a point of contact.

**Employee Protection from Coercion:** It is a crime, punishable by a fine of not more than \$5000 or imprisonment for not more than three years, or both, for any person to coerce or attempt to coerce an employee to engage in, or not to engage in, any political activity.

**NOTE:** The **USDA Office of Ethics – Rules of the Road** has an excellent Political Activities Reference Chart at <http://www.usda-ethics.net>.



## TRAINING OPPORTUNITIES

Since training in communications, teamwork, leadership and other skills is important to developing supervisors who can deal effectively with conduct and performance issues, we will publish notices of upcoming opportunities for MRP employees in the Bulletin.

### APHIS Required Training for New Supervisors in a Probationary Status

**Fundamentals of APHIS Human Resource Management (FAHRM)** Blended Learning, complies with OPM and USDA requirements that all new supervisors demonstrate competency in Human Resources Management (HRM). Other leadership competency requirements are listed under the heading of Leadership Effectiveness Framework at the OPM website. The HRM performance requirements read: “ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/ disciplinary action; promotes affirmative employment, good labor relations and employee well-being”. FAHRM includes 40 hours of classroom instruction, over 12 hours of web seminars (using the telephone and the internet) and other self-paced, self-study learning required to meet the above stated requirements.

**Application and Enrollment Procedures.** The FAHRM Training Announcement for calendar year 2004 with course dates, locations, application and enrollment process, and APHIS 601, FAHRM course application, is found at the Training and Development website address: [www.aphis.gov/mrpbs/training\\_employee\\_development.html](http://www.aphis.gov/mrpbs/training_employee_development.html)

The upcoming FAHRM course in June will be located within the Central Time Zone states and will be based on the selected applicants' locations.

**Course Dates:** June 14-18, 2004 (40 hour classroom instruction)

**Web Seminar Dates:** May 17-21, 2004

**Deadline for Applications:** Monday, April 12, 2004, close of business.

**For Additional Information Contact:**

FAHRM Program Manager, 301-734-8554 or [betsy.m.guardiola@aphis.usda.gov](mailto:betsy.m.guardiola@aphis.usda.gov)

FAHRM Program Assistant, 301-734-5551 or [Tanya.briscoe@aphis.usda.gov](mailto:Tanya.briscoe@aphis.usda.gov)

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## LETTERS TO THE EDITOR

**“One of my employees works at a remote location with no daily supervision. I have reason to believe this person’s performance (and perhaps conduct) is not as I would like, but I am not certain how to find out for sure, or how to document the issues, given the distance.”**



This is a very difficult, but not uncommon, problem facing many of our supervisors. The nature of our work, in many cases, dictates an organizational structure that is not always conducive to the effective, day-to-day monitoring of employee performance and conduct. Regardless of the circumstances, however, we need **concrete, documented facts** to support any action that we decide to take.

One of the first things to remember is that **occasional, random checks** of employees in remote locations **should be the norm**. One of the reasons that some employees in remote locations get into trouble is that they believe, correctly perhaps, that their independence gives them an opportunity to do what they want without consequences. If they know their performance and conduct will not be monitored, or if they know when they will be monitored, they have, if so inclined, the freedom to act as they please.

Once there is reason to believe that there is a problem, the question is how to obtain the necessary documentation. Documentation can be obtained by the immediate supervisor, another supervisor or, if necessary, an investigator. If the former, it will probably mean that work will need to be shifted to give the supervisor the necessary time and opportunity to carry out this additional responsibility. Who should conduct an inquiry depends on a number of factors, including the work demands of the individuals involved, the degree of difficulty involved in identifying and documenting the employee's work problems, and whether or not a person unknown to the employee needs to look into the matter (e.g., when a surveillance is needed). As always, discussing these situations with your servicing employee relations specialist, and finding a solution specific to your situation, can be helpful.

## EMPLOYEE RELATIONS DIRECTORY

### APHIS

#### Riverdale

**Kathy Welsh**, *Branch Chief* (301) 734-4414  
**Michaela Bratten**, *Assistant to the Branch Chief* (301) 734-4992  
**Lucille Lorenzano**, *Secretary* (301) 734-4414  
**Michelle Parker**, ERS, Washington/Riverdale (located in Raleigh) (919) 855-7067  
**FAX: (301) 734-6351**

#### Minneapolis/Fort Collins (Western Region)

**Joan Carlson**, *Team Leader*, Center for Veterinary Biologics, National Veterinary Services Laboratories (612) 336-3299  
**Milo Christianson**, ERS - MRPBS-Minneapolis, Customer Training, Special Projects, MSPB Assistance (612) 336-3215  
**Jodi Foley**, ERS - Wildlife Services (612) 336-3301  
**Linda Hatfield**, ER Assistant, National Agency Checks/Inquiries (NACI) (612) 336-3292  
**FAX: (612) 370-2297**  
**Trudy Driver**, ERS - Plant Protection & Quarantine (PPQ), National Wildlife Research Center (WS) (970) 494-7417  
**Taryn McGaughey**, Clerk (970) 494-7419  
**Dennis McPeters**, ERS - Animal Care, MRPBS – WR (IES, IT, ESD), ERS Training, Special Projects, MSPB Assistance (970) 494-7418  
**Rene Wing**, ERS - Veterinary Services, Centers for Epidemiology and Animal Health (970) 494-7416  
**FAX: (970) 494-7424**

#### Raleigh (Eastern Region)

**Barbara Singleton**, *Team Leader*, Wildlife Services, Animal Care (919) 855-7063  
**Inger Alston**, ERS - VS (919) 855-7062  
**Margaret Brasfield**, ERS - IES, CPHST (919) 855-7065  
**Aziza Clark**, ER Assistant (919) 855-7070  
**Yamira Moreno-Cruz**, ERS - PPQ (919) 855-7066  
**FAX: (919) 855-7074**

### AMS/GIPSA

**Mark Leking**, *Branch Chief* (202) 720-5721  
**Vondell Henson**, *Team Leader*, APHIS International Services (202) 720-9039  
**Sandy Davis-Conway**, ERS - Fruit & Vegetables, Tobacco (202) 205-3855  
**Julie Dunn**, ER Assistant (202) 720-1055  
**Keela Harris**, Secretary (202) 720-5721  
**Kimberly Meyer-Chambers**, ERS – GIPSA, Livestock & Seed, Transportation & Marketing (202) 720-5721  
**Stephanie Renslow**, ERS – Cotton, Dairy, Poultry, Science & Technology (612) 336-3302  
(located in Minneapolis)  
**Mary Royster**, ERS - MRP Ethics Advisor (Financial Disclosures, Outside Employment, Conflicts of Interest) (202) 720-9858  
**Archie Warren**, ERS – Fruit & Vegetable (202) 720-5721  
**FAX: (202) 720-3039**

**PLEASE NOTE:** Our Raleigh Office has new phone and fax numbers.